

Health and Physical Education

Health Education Standards

Health Standard 1 - Candidates assess individual and community needs for health education.

Elements	Indicators
1.a Candidates obtain health-related data about social and cultural environments, growth and development factors, needs, and interests of students.	Candidates <u>select</u> valid, reliable, and credible sources of data and information about health needs, interests, and concerns; <u>use</u> technology-based sources of information; <u>identify</u> appropriate data-gathering instruments; <u>apply</u> various methods to collect health-related data and information.
1.b Candidates distinguish between behaviors that foster and those that hinder well-being.	Candidates <u>identify</u> physical, social, emotional, intellectual, and other factors that influence one or more health-related behaviors of school-aged youth; <u>distinguish</u> between risk and protective factors within the family, school, peer group, and community; <u>identify</u> individual behaviors that promote and/or compromise personal health and well-being; <u>articulate</u> how cognitive, affective, and skill-based learning and other experiences impact patterns of health behavior.
1.c Candidates determine health education needs based on observed and obtained data.	Candidates <u>review, display, and interpret</u> needs assessment data for diverse student populations; <u>establish</u> criteria for prioritizing areas based on diverse student needs; <u>apply</u> established criteria to identify priority needs for school-based health education and CSHPs.

Health Standard 2 - Candidates plan effective health education programs.

Elements	Indicators
2.a Candidates recruit school and community representatives to support and assist in program planning.	Candidates <u>identify</u> individuals and/or groups whose cooperation and support will be essential to program success; <u>integrate</u> other school and community resources and recommendations within the health education program plan.
2.b Candidates develop a logical scope and sequence plan for a health education program.	Candidates <u>apply</u> decision-making, communication, goal-setting, self-management, and advocacy skills as they relate to health content; <u>display</u> functional

	knowledge of health concepts related to: alcohol and other drugs, injury prevention, nutrition, physical activity, sexual health, tobacco, mental health, personal and consumer health, and community and environmental health; <u>determine</u> the range of essential health concepts and skills that are developmentally-appropriate and culturally-sensitive to a diverse student population; <u>organize</u> and <u>prioritize</u> the scope of a health education program in a logical sequence.
2.c Candidates formulate appropriate and measurable learner objectives.	Candidates <u>use</u> the scope and sequence plan and state/national standards and guidelines to designate performance indicators that describe functional health concepts and essential student skills; <u>design</u> measurable cognitive, affective, and skills-based learner objectives that are developmentally-appropriate; <u>review</u> and <u>revise</u> performance indicators based on current needs assessment findings.
2.d Candidates design educational strategies consistent with specified learner objectives.	Candidates <u>access</u> and <u>review</u> existing or new health education curricula for consistency with performance indicators and research-based “best practice;” <u>delineate</u> a wide variety of instructional strategies aligned to meet diverse student needs; <u>plan</u> service learning opportunities that reinforce mastery of previously identified learner objectives.

Health Standard 3 - Candidates implement health education programs.

Elements	Indicators
3.a Candidates analyze factors affecting the successful implementation of health education and Coordinated School Health Programs (CSHPs).	Candidates <u>gather</u> information about students’ previous knowledge, attitudes, perceptions, and skills to determine readiness for proposed instructional strategies; <u>identify</u> supports and barriers to successful implementation of health education curricula and CSHPs and strategies to overcome barriers.
3.b Candidates select resources and media best suited to implement program plans for diverse learners.	Candidates <u>analyze</u> diverse learner characteristics and other factors when choosing appropriate materials, technology, and media; <u>access</u> and <u>use</u> state-of-the-art resources, educational media, and instructional technology and equipment; <u>develop</u> criteria for choosing most promising instructional resources and CSHP strategies to match objectives for diverse learners.
3.c Candidates exhibit competence in carrying out planned programs.	Candidates <u>employ</u> “best practice” experiential methods that impact cognitive, affective, and skill domains; <u>apply</u> pedagogically sound learning

	strategies for diverse individuals and groups; <u>use</u> developmentally-appropriate and culturally-sensitive classroom strategies and service-learning experiences to support designated learner objectives; <u>manage</u> classroom logistics and maintain order; <u>request</u> , <u>access</u> , and <u>use</u> available facilities and space for instruction; effectively <u>use</u> a variety of resources and media.
3.d Candidates monitor educational programs, adjusting objectives and instructional strategies as necessary	Candidates <u>monitor</u> educational strategies, resources, and materials as relevant to learner objectives; <u>address</u> emerging student questions, concerns, and interests on an ongoing basis; <u>monitor</u> student work as it relates to stated student outcomes; <u>revise</u> learner objectives and instructional strategies to meet emerging diverse student needs.

Health Standard 4 - Candidates evaluate the effectiveness of coordinated school health programs.

Elements	Indicators
4.a Candidates develop plans to assess student achievement of program objectives.	Candidates <u>develop</u> standards of performance as criteria for assessing impact on student learning; <u>devise</u> a realistic and feasible evaluation plan that spans health education and CSHP implementation; <u>develop</u> an electronic inventory of valid and reliable evaluation instruments; <u>select</u> appropriate formative and summative evaluation methods to determine student progress and levels of CSHP implementation and impact.
4.b Candidates carry out evaluation plans.	Candidates <u>delineate</u> steps to implement evaluation plans; <u>administer</u> measurement instruments as specified in evaluation plan; <u>use</u> appropriate data collection methods to assess impact on student learning; <u>use</u> computer technology and basic statistical procedures to input and analyze evaluation data.
4.c Candidates interpret results of program evaluation.	Candidates <u>use</u> evaluation results to determine impact of instruction on student learning and group progress based on criteria stated in performance indicators; <u>interpret</u> evaluation results; <u>demonstrate</u> dispositions and skills to present findings to students, families, school personnel, and community members; <u>identify</u> limitations of evaluation design; <u>use</u> aggregate data to recommend changes in health instruction.
4.d Candidates infer implications of evaluation findings for future program	Candidates <u>interpret</u> evaluation results to draw inferences about future program efforts; <u>describe</u>

planning.	relationships among student outcomes, candidate dispositions and skills, and evaluation strategies; <u>explore</u> possible explanations for evaluation findings; <u>provide</u> explanations for bias in evaluation results; <u>use</u> results to determine and recommend modifications of instructional program and/or CSHPs.
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Health Standard 5 - Candidates coordinate provision of health education programs and services.

Elements	Indicators
5.a Candidates develop a plan for coordinating health education with other components of a school health program.	Candidates <u>describe</u> components of a CSHP; <u>explain</u> the value of coordinating CSHP components; <u>determine</u> the extent of existing health-related programs and services in the school and community; <u>identify</u> gaps and duplication in the provision of CSHP; <u>develop</u> a plan for coordination of CSHP.
5.b Candidates demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers, and appropriate school staff.	Candidates <u>identify</u> formal and informal channels of communication; <u>demonstrate</u> disposition and skill to facilitate cooperation among school-site staff and staff at other schools and/or the district-level; <u>analyze</u> the role of school health educators as liaisons among CSHP staff and representatives of community-based agencies and organizations.
5.c Candidates formulate practical modes of collaboration among health educators in all settings and other school and community health professionals.	Candidates <u>describe</u> strategies for enhancing communication among health educators and other personnel responsible for school and community health-related programs and services; <u>suggest</u> approaches for integrating comprehensive health education with community programs; <u>identify</u> commonalities and differences among selected health agencies and organizations; <u>specify</u> the benefits and challenges of collaboration.
5.d Candidates organize professional development programs for teachers, other school personnel, community members, and other interested individuals	Candidates <u>plan</u> competency-based professional development sessions; <u>determine</u> appropriate educational and technological resources and instructional methods to meet diverse needs of teachers and other school personnel.

Health Standard 6 - Candidates act as a resource person in health education.

Elements	Indicators
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6.a Candidates utilize computerized health information retrieval systems effectively.	Candidates <u>use</u> basic communication technologies/applications (e.g., electronic mail, data processing, graphics programs, word processing); <u>use</u> the Internet to access health research database and surveillance systems and interact with web-based programs; <u>identify</u> on-line learning activities and resources aligned with health instructional goals and meaningful to students; <u>use</u> a variety of communication and technology systems that provide health information (e.g., compact discs, DVD players, videotape and audio tape, teleconferences/videoconferences); <u>evaluate</u> computerized health information for validity, reliability, credibility, and accuracy.
6.b Candidates establish effective consultative relationships with those requesting assistance in solving health-related problems.	Candidates <u>reflect</u> on need for communication skills in effective consultative relationships; <u>demonstrate</u> dispositions and skills to interact and communicate with other school staff, students, parents, and community stakeholders; <u>discuss</u> ethical and professional dispositions related to student disclosure and confidentiality, sensitive issues, and adherence to school policy and state mandates; <u>identify</u> specialists and services available for students in crisis.
6.c Candidates interpret and respond to requests for health information.	Candidates <u>use</u> data from national, state, and local child and adolescent health research to respond to requests for information about health issues, school policy development, and adoption of health curricula; <u>help</u> all students locate current, reliable, and credible sources of information; <u>identify</u> health and safety youth-serving organizations, agencies, and associations.
6.d Candidates select effective educational resource materials for dissemination.	Candidates <u>select</u> , <u>assemble</u> , and <u>distribute</u> valid and reliable health information related to diverse school-aged youth; <u>formulate</u> criteria for selection of instructional materials.

Health Standard 7 - Candidates communicate health and health education needs, concerns, and resources.

Elements	Indicators
7.a Candidates interpret concepts, purposes, and theories of health education.	Candidates <u>define</u> health education and identify current goals, objectives, and practice in diverse settings; <u>examine</u> educational, psychological, sociological, and anthropological theory in relation to health education practice; <u>describe</u> the historical

	basis of health education; <u>reflect</u> on knowledge, dispositions, and skills of health educators.
7.b Candidates predict the impact of societal value systems on health education programs.	Candidates <u>investigate</u> potential impact of social forces, values, and systems on individual and community perspectives related to health issues; <u>identify</u> strategies for dealing with controversy related to health education needs and concerns.
7.c Candidates select a variety of communication methods and techniques in providing health information.	Candidates <u>deliver</u> health-promoting messages clearly and concisely; <u>identify</u> a range of strategies for communicating health information to individuals, small groups, and large groups; <u>facilitate</u> small and large group discussions by modeling appropriate dispositions and skills.
7.d Candidates foster communication between health care providers and consumers.	Candidates <u>identify</u> factors influencing students' and parents' understanding of health information and acceptance of health services; <u>translate</u> scientific concepts for understanding by students, parents, and staff; <u>act</u> as a liaison between health care providers and diverse students, parents, and staff.

Physical Education Standards

Physical Education Standard 1: Content Knowledge.

Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

Elements	Indicators
1.1 Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning.	Teacher candidates satisfactorily demonstrate the ability to identify critical elements both verbally and by written analysis. Motor skills are combined sequentially to facilitate motor performance.
1.2 Demonstrate competent motor skill performance in a variety of physical activities	Teacher candidates demonstrate competent motor skill performance in several physical activities and proficiency in some.
1.3 Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, skill improvement principles).	Teacher candidates demonstrate an understanding of concepts and strategies related to skillful movement through accurate analysis of “why” movement performance occurs as it does, and by the identification of factors that distinguish novice from expert movement performance.
1.4 Describe and apply bioscience (anatomical, physiological, and biomechanical) and psychological concepts to skillful movement, physical activity, and fitness.	Teacher candidates demonstrate bioscience knowledge and use this knowledge appropriately to plan and teach for skillful movement, physical activity, and fitness.
1.5 Understand and debate current physical education/activity issues and laws/def based on historical, philosophical, and sociological perspectives.	Teacher candidates demonstrate the ability to think critically about issues related to physical activity, through verbal and written analysis, and an understanding of the law as it relates to Physical Education teaching.
1.6 Demonstrate knowledge of approved state and national content standards and local program goals.	Teacher candidates are able to demonstrate, through verbal and written documentation, knowledge of approved standards including the content standards for Physical Education.

Physical Education Standard 2: Growth and Development.

Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

Elements	Indicators
2.1 Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.	Teacher candidates demonstrate the ability to determine student needs through appropriate monitoring which is followed by design of safe learning environments.

2.2 Understand the biological, psychological, sociological, experiential, and environmental factors (e.g. neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine movement skills.	Teacher candidates can identify and implement developmentally appropriate learning opportunities for a whole class, and are able to extend and refine content for the class as appropriate.
2.3 Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	Teacher candidates demonstrate understanding of the interaction of student, learning environment, and task, and can identify/select appropriate learning/practice opportunities based on this understanding.

Physical Education Standard 3: Diverse Students.

Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.

Elements	Indicators
3.1 Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).	Teacher candidates demonstrate the ability to identify, select, and implement appropriate instruction based on student needs.
3.2 Use appropriate services and resources to meet diverse learning needs.	Teacher candidates use appropriate strategies, services, and resources to meet diverse learning needs.

Physical Education Standard 4: Management and Motivation.

Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Elements	Indicators
4.1 Use managerial routines that create smoothly functioning learning experiences and environments.	Teacher candidates are able to use managerial routines that create smoothly functioning learning experiences.
4.2 Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences	Teacher candidates are able to organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.

4.3 Use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of the school.	Teacher candidates use a variety of developmentally appropriate practices to motivate school age students to participate in physical activity inside and outside of the school.
4.4 Use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.	Teacher candidates use appropriate strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment.
4.5 Develop an effective behavior management plan	Teacher candidates are able to develop an effective behavior management plan.

Physical Education Standard 5: Communication.

Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

Elements	Indicators
5.1 Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, nonverbal communication).	Teacher candidates demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication).
5.2 Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).	Teacher candidates communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).
5.3 Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).	Teacher candidates communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).
5.4 Describe and implement strategies to enhance communication among students in physical activity settings.	Teacher candidates implement strategies to enhance communication among students in physical activity settings.

Physical Education Standard 6: Planning and Instruction.

Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.

Elements	Indicators
6.1 Identify, develop, and implement appropriate program and instructional goals.	Teacher candidates identify, develop, and implement developmentally appropriate program and instructional goals and demonstrate effective goal setting techniques.
6.2 Develop long and short-term plans that are linked to both program and instructional goals, and student needs.	Teacher candidates demonstrate the ability to develop short and long term plans that are linked to both learning goals, student needs/performance.
6.3 Select and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.	Teacher candidates select and implement instructional strategies that are based on content, student needs, and safety issues, to facilitate student learning.
6.4 Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	Teacher candidates are able to design and implement learning experiences that are safe, developmentally appropriate, and based on principles of effective instruction.
6.5 Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	Teacher candidates demonstrate the ability to apply disciplinary and pedagogical knowledge in developing and implementing effective instruction.
6.6 Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.	Teacher candidates demonstrate, through effective lesson planning and implementation, the understanding that Physical Education can provide an environment for integrated learning experiences that draw on students' classroom experiences.
6.7 Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.	Teacher candidates demonstrate their ability to select and implement developmentally appropriate (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials.
6.8 Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	Teacher candidates are able to use effective demonstrations and explanations to link physical activity concepts to appropriate physical activity experiences.
6.9 Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	Teacher candidates are able to develop teaching cues and prompts, as evidenced by lesson plan contents. These cues will be sufficient to facilitate competent motor skill performance.

6.10 Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).	Teacher candidates demonstrate direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving and critical thinking.).
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Physical Education Standard 7: Student Assessment.

Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

Elements	Indicators
7.1 Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.	Teacher candidates are able to identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.
7.2 Use a variety of appropriate authentic and traditional assessment techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	Teacher candidates use a variety of appropriate authentic and traditional assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).
7.3 Interpret and use learning and performance data to make informed curricular and/or instructional decisions.	Teacher candidates involve students in self and peer assessment.
7.4 Interpret and use performance data to inform curricular and instructional decisions.	Teacher candidates interpret and use performance data to inform curricular and instructional decisions.

Physical Education Standard 8: Reflection.

Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.

Elements	Indicators
8.1 Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	Teacher candidates demonstrate a sufficient ability to use a reflective cycle involving description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change, as evidenced by lesson reflections and lesson

	modifications implemented in subsequent lessons of a comparable nature.
8.2 Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.	Teacher candidates avail themselves of several resources such as colleagues, literature, and professional associations to develop as a reflective professional.
8.3 Construct a plan for continued professional growth based on the assessment of personal teaching performance.	Teacher candidates are able to effectively assess personal teaching performance and develop a professional development plan based on this data.

Physical Education Standard 9: Technology.

Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

Elements	Indicators
9.1 Demonstrate knowledge of current technologies and their application in physical education.	Teacher candidates possess an adequate knowledge of current technologies and are able to apply these technologies appropriately to physical education content and instruction.
9.2 Design, develop, and implement student learning activities that integrate information technology.	Teacher candidates are able to employ several types of information technology in the design, development, and implementation of student learning activities.
9.3 Use technologies to communicate, network, locate resources, and enhance continuing professional development.	Teacher candidates demonstrate a sufficient use of technologies to communicate, network, locate resources, and enhance continuing professional development.

Physical Education Standard 10: Collaboration.

Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

Elements	Indicators
10.1 Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.	Teacher candidates are able to identify several appropriate strategies necessary to become an advocate in the school and community. Teacher candidates demonstrate the ability to promote a moderate variety of physical activity opportunities.
10.2 Actively participate in the professional physical education community (e.g., local, state, district, national) and within the broader education field.	Teacher candidates participate in the professional physical education community at the local and/or state levels and demonstrate limited participation within the broader field of education.
10.3 Identify and actively seek community resources to enhance	Teacher candidates can identify some community resources to enhance physical activity opportunities

physical activity opportunities.	and seek to use them on a limited basis.
10.4 Pursue productive relationships with parents/guardians and school colleagues, to support student growth and well-being.	Teacher candidates are able to establish somewhat productive relationships with parents/guardians and school colleagues on a limited basis, to support student growth and well being.